

Spiritual, Moral, Social & Cultural (SMSC) Education Policy

Statement of intent

At Epinay Business and Enterprise School, the pupils and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of pupils and does not discriminate against any protected characteristics.

The school prides itself on providing a safe, caring and happy environment where each student is valued as an individual and can develop their full potential. This policy reflects the ways in which school helps students develop their individuality and inner discipline. The Spiritual, Moral, Social and Cultural Education of our students is implemented throughout school activities.

Our school Vision

To create a safe and inclusive centre of excellence by providing a stimulating environment where learners achieve challenging and inspirational targets in order to develop as happy, confident and independent learners who are prepared for adulthood.

Aims

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each student is valued as an individual and can develop towards their full potential.
- Provide for each student a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each student within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Develop students' capacity to accept responsibility for actions taken.
- Encourage students to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.

- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'
- DfE (2014) 'National Curriculum in England Framework for Key Stages 1 to 4'
- Ofsted (2021) 'School Inspection Handbook'
- A whole school approach to SMSC Education

This policy operates in conjunction with other school policies.

Guiding principles

Spiritual development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Willingness to reflect on their experiences.
- Have an understanding of feelings and emotions, and their likely impact

Moral development

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues.

Social development

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within the school, and further afield, as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities.
- Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum. Schemes of work in each subject across the school have links to where SMSC and British values can be promoted.

SMSC has particularly strong links to religious education, collective worship, pastoral sessions, history and PSHE education. We also value inter school sporting competitions at Epinay School, seeing these as a way for our students to develop confidence, work with others' and follow rules within a range of settings.

All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g. bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.

- Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many areas across the curriculum provide opportunities for pupils to:

- Listen and talk to each other.
- Learn to treat each other equally, recognising that students in the school have different needs
- Recognise and celebrate the differences and similarities between themselves and others
- Agree and disagree with people respectfully
- Experience good role models
- Work cooperatively and collaboratively
- Develop confidence, resilience and independence

We believe that student voice is an important part of our school culture, and therefore use the following methods to help students develop an understanding of how they can influence decision-making through the democratic process:

- Electing a school council
- Electing a yearly Head Boy and Head Girl
- Electing house captains
- Hearing students' views through a suggestion box
- Establishing monitoring roles for pupils, e.g. class monitors, E-Safety and register monitors, and allow pupils opportunities to deliver messages and look after younger pupils where appropriate
- Appointing playground leaders and reading buddies.
- Writing balanced arguments in lessons
- Providing pupils with opportunities to take part in debates and public speaking activities
- Issuing student questionnaires to gather opinions on school decisions

We may use the following methods to help pupils develop an understanding of the rule of law:

- Setting high expectations for attendance, punctuality and behaviour
- Setting classroom and school rules
- Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting
- Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family
- Teaching pupils about the role of the monarchy and of previous monarchies
- Providing pupils with opportunities to celebrate the lives of people who have influenced the course of history
- Provide pupils with the opportunity to go on external visits, where there will be able to manage behaviour effectively in different settings
- Have external speakers such as the community police team

We may use the following methods to help pupils develop an understanding of different faiths and beliefs:

- Assembly themes which raise awareness of different faiths and cultures
- Celebrating differences and similarities through cultural event days, for example, International Day
- Arranging trips to places of worship
- Teaching about different beliefs and cultures

- Exploring morals through lessons, stories and assemblies
- Arranging visits from various religious leaders
- RE lessons

Additional practical activities to encourage pupils' SMSC development include:

- Working together in different groupings and situations.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in live performances.
- Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers and musicians.
- Learning songs from different cultures and playing a range of instruments associated with different cultures
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.

Teachers will help pupils' SMSC development by:

- Encouraging teamwork in all subjects.
- Encouraging an appreciation of, and respect for, the work and performance of other pupils, regardless of ability.
- Using assembly themes to explore important aspects of both British heritage and other cultures, e.g. festival days, the patron saints and global events.

Community links

As a school we see it as important for our students to be knowledgeable about their local area and the people who live within it. We aim to make students aware of safe places they can visit and where they can access help and support in the community as they approach adulthood. We develop these links by reaching out to the community through the following activities:

- Fundraising activities to help and support local charities
- Community cafe on site where local people can come in to school and are served by our students
- Wanderers Inter School events to allow students to socialise with other young people from the local area in a competitive setting
- Visits to places of support, such as Hebburn Helps or the Key Project and local nursing homes
- Volunteering through the Duke of Edinburgh programme

Promoting fundamental British values

We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries.

- Teaching pupils a broad and balanced international history.
- Representing the cultures of all our pupils within the curriculum.
- Teaching a wide range of English and non-English literature.
- Commemorating World War 1 and 2.
- Ensuring that all pupils have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
- Using general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

Through our SMSC programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By promoting fundamental British values through SMSC education, we will provide pupils with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Monitoring and Review

We listen to the views of our pupils and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- An annual pupil questionnaire.

- Pupil/teacher meetings.
- An annual parents' questionnaire.
- Parents' evenings/meetings.

SMSC provision is reviewed on a termly and annual basis in the following ways:

- Termly Personal Development Reports and Headline documents which comment on SMSC and British Values.
- Termly monitoring of Curriculum Enrichment and Enhancement folders which evidence SMSC and British values throughout the school.
- The monitoring of teaching and learning and work scrutiny by SLT and governors as part of our Quality Assurance process
- Regular discussions at staff and governors' meetings.
- Annual policy audits.
- The development of RSE, PSHE and collective worship to reflect the diversity of both our school and society.

Policy approved by Governors:	June 2026
Date of next review by Governors:	June 2027